**Using Text Codes to Assist with Reading Comprehension**

We want all of our students to be effective, engaged readers who interact

with text to make meaning. One way to do this is by having students track their

thinking with sticky notes. Sticky note reading requires students to be active

participants in the reading process because they have to “do” something as they

read, rather than letting reading be “done” to them. The very action of placing a

sticky note on the page, framing a word or highlighting an idea requires a reader

to interact with the text.

Sticky note reading involves using sticky notes to tab specific points of

interest or points of strategy application in a text during reading. It helps readers

engage with text and focus on specific aspects of the reading process. It requires

them to consciously apply reading strategies – and to think metacognitively about

those strategies, in other words, to think about and articulate their thinking. And

most importantly, it builds readers who are active participants, not passive

recipients, of the reading process.

**Text Codes**

|  |  |
| --- | --- |
|  | When you read something that makes you say “Yes, I know that’’ or I predicted that |
| ? | When you have a question, need clarification, or unsure about the content. |
| ! | When you discover something new, surprising or interesting |
| \* | When you read something powerful or note vital/key information |
| D:\Users\mnt\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\GS8YTP3T\MP900448626[1].jpg | When the reading really makes you see or visualise something. |
| Personal Connection | When you have a personal connection between the text and your life (t-s)  When you have a connection with the text and other things you’ve read or viewed. (t-t)  When you have a connection with the text and the world (t-w) |
| Mi | Main Idea |
| V | Interesting /New vocabulary |